

# Valley Gardens Middle School



## What do you want to achieve?

## SEND INFORMATION REPORT



# Valley Gardens Middle School



## SEN Information Report March 2021

SENCO: Ms S Wilson

SEN Governor: Mrs S Weddle

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School type: Mainstream Middle School with a 10 place ARP provision for MLD pupils

North Tyneside's Local Offer: [North Tyneside's Local Offer](#)

### Our Approach as a School:

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High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



***All teachers are responsible for every child in their care, including those with special educational needs.***

**Assess:** Children are assessed against nationally set criteria to check their progress across all areas of learning/subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. A rigorous assessment procedure to track children's progress is continually used. If a child fails to make expected progress, the next stage is to inform parents and it would be appropriate to make use of school interventions and/or outside agencies as necessary.

**Plan:** After gathering information, some pupils will be issued with a Pupil Passport which outline clear strategies to support a child across various classroom settings. For other students, a SEND Support Plan will be put together to outline the methods that will be used to achieve specific outcomes where short-term targets are agreed which prioritise key areas of learning that are to be addressed and ways in which the progress will be measured. If external agencies are involved, their advice and recommendations are included in the support plan. Any actions agreed take in to account pupil's strengths as well as their learning differences. In some cases, additional resources may be allocated including teaching assistant support. This support is deployed to ensure the pupil makes progress and can engage in lessons and wider school activities and develop independent learning.

**Do:** All SEND Support Plans and Pupil Passports are working documents and should be annotated to show progress towards targets and if needed adjustments will be made to the plan to determine success. It is the teacher's responsibility to manage the plan and the suggested actions. They are accountable for the outcomes and therefore should discuss with the SENCO if they feel the plan is not working, for whatever reason.

**Review:** All SEND Support Plans and Pupil Passports will be reviewed three times a year with the families of the young person involved. In these reviews, all targets will be evaluated and the views of the pupil and parent will be recorded. A further plan will then be devised, if required, to enable the pupil to achieve their next steps in learning. If a pupil has made sufficient progress the support plan will cease and the child will be closely monitored. For children with more complex needs additional review meetings will be held with relevant class teachers, the SENCO and any external agencies.

The Graduated Approach above will continue on a cycle of Assess, Plan, Do Review. If your child is continuing to have significant difficulties after a period of intervention, further external expertise may be requested. Throughout this approach, there is also a huge focus on what is going well for your child, sometimes beyond that of the curriculum. We believe that success should also be celebrated and shared with both young people and their families as part of regular review processes.

If a pupil is still not making progress despite having taken relevant and purposeful action over time, then parents or school can make an application to the local authority for an Education Health Care Assessment.

We have internal processes for monitoring quality of provision and assessment of need. These include, learning walks, data analysis, classroom observations, pupil interviews, planning and book scrutiny.

## **SEND needs**

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Children and young people's SEN are generally thought of in the following four broad areas of need and support:

### **1. Communication and Interaction**

We have a number of interventions which are provided as required e.g. Talk About, break and lunch time support, use of Social Stories, Lego Therapy, small group and 1-1 support. We continually strive to identify and meet individual children's needs. We take advice from outside agencies e.g. our Educational Psychologist and The Language Communication Team and we adapt our teaching/strategies /resources accordingly.

### **2. Cognition and Learning**

All class teachers provide quality first teaching with clear differentiation and opportunities for all children to access a balance of visual, auditory and kinaesthetic learning activities. We provide intervention programmes that include: 1:1/group phonics support, targeted individual literacy and spelling support, reading inference, reading accuracy, maths basic skills and maths calculation support. We are supported by our Educational Psychologist, the Dyslexia Referral Team and make the necessary adaptations to teaching and learning styles to support this area of need.

### **3. Social, Emotional and Mental health**

Our Learning Mentor and School Councillor works closely with children and their families to break down barriers to learning. We host break and lunch time support/pastoral groups at various locations throughout the school. Children receive 1:1 mentoring support, nurture group support and access friendship clubs. We work with local Outreach Providers such as Secondary Support Services to support and adapt approaches to teaching and learning. Whole school drop down days and year group assemblies support this growing area of need.

### **4. Sensory and/or physical needs**

We have worked with specialists who have trained staff to keep our children with varying needs safe across all aspects of school life. Children with hearing impairments (HI) or children with visual impairments (VI) are supported by the Sensory Support Service. Children with physical needs are supported by Community Occupational Therapists or Community Physiotherapists.

We strive to respond to the varying needs of all children in our school and access support for any child on a needs led basis.

Some children will have their needs met through SEND Support Plans whilst some children require the additional support of an EHCP (Education, Health, Care Plan). We also have a 10 place APR (Additional Resourced Provision) which caters for children with Moderate Learning Difficulties.

### **Arrangements for Consulting with Parents**

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- We endeavour to work closely with parents and will keep you informed of any progress or intervention your child may need.
- If deemed necessary we can invite specialist agencies, including the Educational Psychologist, Language Communication Team, Dyslexia Referral Team, Speech and Language, Occupational Therapy, CAMHS and Outreach teachers into school to talk to you about how we can support you and your child.
- Parent Meetings and SEND Review meetings are held throughout the year. These meetings provide opportunities for parents/carers to meet with teachers to discuss progress, review and set new support targets on our SEND Support Plan.
- Regular Coffee Mornings take place throughout the year and our Twitter feed is regularly updated with news of any courses or advice we feel appropriate to share.
- We encourage parents/carers to contact school and arrange an appointment with either a subject teacher, form teacher or school SENCO if you are worried or concerned about any aspect of your child's learning or development.
- New parents are warmly welcome to contact to the school to arrange a visit with the SENCO.

### **Arrangements for Consulting with Young People with SEND and involving them in their Education**

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- A big focus is given to what the children enjoy within school and what they feel they are good at, as well as looking at things they find difficult and what they could improve upon. This information is recorded on Pupil Passports and SEND Support Plans.
- We gain children's views on how they feel about their learning and how we can best support them.
- Children's aspirations and goals are key. Staff are keen to support pupils to put these in place in both the short and the long term.
- All children within Valley Gardens Middle School are supported in terms of their overall wellbeing through many pastoral avenues.

- Children know they can talk freely to any adult within the school about any issues which are concerning them.
- PSHE sessions are integral to the school curriculum.
- Visiting groups/speakers are invited into school to promote health, safety and well-being issues amongst the children.
- A Learning Mentor and a specific lunchtime group offer support for all children and encourage team work and friendship building.
- We have an active school council who are consulted on a regular basis on a range of school issues. Children are reminded that they are able to speak with the class school council representatives about issues they would like discussed at meetings.

### **Adaptations made to the Curriculum and Learning Environment for Children with SEND**

- We endeavour to ensure that all children in Valley Gardens are fully included in all aspects of school life.
- All children are different and all children regardless of their SEND learn in different ways. Staff within the school are mindful of this fact and provide a curriculum and learning environment which can be accessed by all children.
- Our staff know the children within their care well and are able to differentiate above and beyond the usual curriculum for children with SEND. That said, if a member of staff feels that a young person may have an additional need which may need additional support beyond quality first teaching methods, a referral is made to the SENCO who will carry out observations and discuss needs with a range of staff to offer advice and strategies to support in the classroom. Parents are involved at all stages.
- Considerable thorough, planning, training and preparation goes into utilising our teaching and support staff to ensure children achieve the best outcomes. Training is dependent upon the needs of the current or new intake of pupils.
- Support staff assist the teachers in enabling children with SEND to have access to an appropriate curriculum. They liaise with the class teacher, help prepare resources and adapt materials, lead interventions and promote the inclusion of all children in all aspects of school life. Support staff are used where the need is identified through monitoring of data.
- Support staff deliver high quality, evidence based interventions. These often take place before and after school so that learning time is maximised.
- Examples of adaptations may include the use of specialised equipment when it has been recommended by an outside agency or a medical professional, another example may be the teaching of children in smaller groups or the change of an activity or a change in delivery style.
- Physical adaptations to the building have been made over time to ensure we are fully inclusive. This includes the use of full wheel chair accessibility across the whole school on both levels, lifts, disabled parking bays, disabled changing and toileting facilities.

### **Enabling Children with SEND to engage in all Activities**

- Valley Gardens Middle School is a fully inclusive school and we endeavour to ensure that all pupils are fully included in all aspects of school life including extra-curricular activities.
- We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment being completed to identify any additional support needs your child may have to ensure full participation.

### **Support Available for Improving Emotional and Social Development**

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- All school staff are available to support all pupils with their social and emotional needs.
- Visiting groups/speakers are invited into school to promote mental health, safety and well-being issues amongst the children.
- PSHE sessions and Mental Health lessons are integral to the school curriculum.
- Children are regularly taught about staying safe, particularly in relation to E-Safety, recognising bullying and the actions to take if they are concerned.
- Children are reminded that if they are worried or concerned about any issue, they can speak with a member of school staff or post these in the 'Care and Share' post boxes around school.
- External support for children with emotional needs is provided as and when required.
- Children can be referred for learning mentor support or counselling within school with the permission of parents.
- All young people are allocated a Key Worker who will regularly check in with both pupils and parents to offer support.
- Reasonable adjustments are always considered when supporting a pupil with behaviour to avoid exclusions.
- Any incidents of bullying towards a young person is dealt with seriously and school behaviour policy and procedures will be applied. Restorative approaches are used to ensure that behaviours are addressed and supported.
- Attendance is carefully monitored and a flexible school timetabling approach may be considered in some cases.
- Children are welcomed and actively encouraged to attend an extra-curricular clubs, trips, visits and are supported in representing school councils and representation groups such as interview panels.

### **Involving other Bodies (including health and social care, local authority support services and voluntary sector organisations) in Meeting the Needs of Children with SEND and Supporting their Families.**

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- The school receives support from the Educational Psychology Service.

- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service), Occupational Therapy, the Language Communication Team and the Dyslexia Referral Team.
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in the local area.
- TAF (Team Around the Family) meetings, EHCP (Education Health Care Plan) meetings and any meetings involving any professionals who may be able to support your child, can be held whenever necessary. Parents will be invited to attend these meetings.

### **Arrangements for supporting children and young people in moving between phases in of education**

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- Transition within the school and between classes and key stages is planned for with the child.
- When considering an application for a place in Valley Gardens Middle School, you are very welcome to contact the school and make an appointment to meet with a member of staff to discuss any issues.
- You will be invited to look around the school and meet with a senior member of staff.
- We will contact any First School settings, or other schools your child has attended to gather information about their needs. We will attend Annual Reviews for those pupils with an EHCP.
- We will contact any specialist services that support your child and if appropriate invite them to a meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting wherever possible. We support transition and taster days and will organise additional transitional support if necessary. We will arrange parental meetings with the new school setting and SENCO to ensure relevant information is shared.
- If necessary we develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition. This may include transition books, photographs etc.

### **Complaints**

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- In the first instance, parents are invited into school to discuss their concerns with the class teacher and the SENCO who will endeavour to resolve the problem. Dialogue between parents and school is actively encouraged in order to resolve problems at an early stage.
- If a child/young person wishes to discuss anything about their needs, their form tutor and SENCO will be the first point of contact. Alternatively, a young person may wish to discuss any concerns or worries with a trusted adult who can help to support and communicate any wants and needs.
- The head teacher/deputy head teacher will also be informed at the above stage.
- Outside agencies may be consulted, if there is an issue with the provision being provided.



## **Relevant School Policies Underpinning this SEND Information Report**

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SEND Policy

Teaching and Learning Policy

Marking Policy

Equal Opportunities Policy

**Date: March 2021**